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ABSTRACT

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the test-workbook on group dynamics (EM 010 424, EM 010 425, EM 010 467, and EM 010 503) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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BR 8-048

ED 071309

UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

TEST ITEM POOL

PART III

GROUP DYNAMICS

EM010 45-4

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INTRODUCTION

The test items included in this book have been prepared for use in the course, An Introduction to Psychology and Leadership. They have been compiled as part of the project documentation. Additionally, some instructors may find them of use in preparing their own quizzes and tests. The Table of Contents on the next page indicates the classification of the test items within segments. The Progress Check answers are identified by a title page. The research pretest items are identified by the word PRE in the upper right hand corner of the page. The unused items on which there are no data are identified by their enclosure in the rectangular box. The research norm referenced test items are identified by the acronym CPT in the top right corner of each page.

For those unfamiliar with the differences between criterion referenced items and norm referenced items, the following is briefly offered. Criterion referenced items test learning of specific objectives. Students are expected to perform quite well on these items if they have adequately used the instructional materials. Their relationship to the terminal and enabling objectives are referenced for each. A norm referenced item should display more discrimination power, i.e., they are expected to reflect the distinctions between students who have depth of knowledge as opposed to those who have a superficial knowledge. Since they do more than merely test objectives, they should be used cautiously since it would not be unusual or unfavorable for a large percentage of students to choose incorrectly in answering this type of item.

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ED 071309

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment I

Characteristics of Groups

Progress Check

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WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

CHARACTERISTICS OF GROUPS

PROGRESS CHECK

Question 1.

The weapons department personnel of the USS Seaworthy are assembled at Quarters. The Weapons Officer has called them together to discuss antagonisms which have arisen between two of the divisions.

The objective of the Weapons Officer in leading this discussion is:

a. To fulfill his personal goal as a leader

b. To mark the success of the group so far

c. To maintain the group as a healthy working unit

d. To provide a reference guideline for the group

Question 2.

The Weapons Department on a destroyer consists of several discrete divisions. Each division in this department has specific tasks to accomplish in order to maintain department standards. And the department has a first term reenlistment objective to meet.

The objective of the Weapons Department to meet its first term reenlistment quota can be classified as:

a. A group goal

b. Fulfillment of the personal goal of the department head

c. A functional goal

d. An organizational goal

Question 3.

The bridge watch of a ship underway consists in part of the OOD in charge, a helmsman who steers the ship, a quartermaster of the watch who maintains a plot, and a boatswain's mate of the watch who passes the word. Each has his own job and performs under the supervision of the OOD.

The bridge watch can be best described as:

a. A stratified and organized formal small group with high participation

b. A stable, informal small group with a high degree of intimacy

c. A stable, formal group with little internal control and no access

d. An intimate, stratified small group with high participation and limited access

Question 4.

While loading stores, a group of seamen from one of the outstanding departments aboard ship began engaging in horse-play on the pier. They were observed by the Supply Officer who began to advance toward them. His approach was spotted by one of the seamen who immediately warned the group and they resumed their work.

Which of the following statements most accurately describes how the group exerted control over the behavior of its members?

a. By generating a desire on the part of the group to respond in a manner consistent with the group's established standards

b. By directing its members toward fulfillment of their personal goals and objectives

c. By permitting the group to be controlled by an outside agent (the Supply Officer)

d. By always keeping the group oriented toward mission accomplishment

Question 5.

A Marine rifleman in an infantry platoon is assigned to a fire team consisting of four men. The fire team is billeted together and conducts all its training together as a unit. There are three fire teams in each squad and three squads in each platoon.

Which of the following characteristics would distinguish the fire team as a primary group?

a. Complexity of interactions

b. Group size

c. Hierarchical position of the fire teams

d. Degree of stability

Question 6.

Which of the following choices most accurately describes the characteristics of secondary groups?

a. Provision of guidelines consistent with the standards of the group

b. Typically a large scale association involving infrequent interactions among its members

c. A large scale association involving frequent interactions among its members

d. Provides socialization as a primary means for eliciting adaptive responses

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Question 7.

A young man from a middle-class family enters the U. S. Naval Academy and begins Plebe Summer. He is assigned to a company of about 120 plebes who are up at reveille and are kept moving until dark. It is important for him to do well. He does not desire to be one of those who can't make it.

Which of the following describes the best initial action the plebe should take in making the adjustment from civilian to Academy life.

a. Establish multiple relationships to integrate well into the secondary group but establish no close personal relationships.

b. Avoid becoming closely involved with and dependent on the secondary group

c. Establish relationships leading to a new primary group which is compatible with the secondary group.

d. Avoid being drawn into a close group relationship primary or secondary.

Question 8.

Which of the following statements describes the basis of the reference group concept?

a. A group which encourages behavior generally consistent with its standards

b. A group which may actually be a primary, secondary, social, task or peer group, but furnishes basic information on which to base views and judgments

c. Provides equal distribution of the group burden

d. Both a and b

Question 9.

The bridge watch of a ship that is underway consists of the OOD who is in charge, a helmsman who steers the ship, a quartermaster of the watch who passes the word. Each has his own job which he performs under the supervision of the OOD. On the basis of their activities, the bridge watch of this ship can be correctly described as:

a. An interacting social group

b. A reference group

c. A primary peer group

d. A task group

Question 10.

Which of the following characteristics most accurately illustrates a co-acting group?

a. A task group composed of highly interdependent and cooperative members

b. A task group requiring little coordination among group members in order to accomplish its goal

c. A collection of people with a common interest; a group which encourages behavior generally consistent with its standards.

d. Both b and c

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT I

REMEDIATION TEXT Audio Script - VOL III-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Pages 4-6
2	d	Pages 3-4
3	a	Pages 6-10
4	a	Pages 7-9
5	b	Pages 6-7, 9-10
6	b	Pages 10-13
7	c	Pages 8-10
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PROGRESS CHECK ITEM AND OBJECTIVE MATRIX

MARCH 1971

Part Three Segment I

ITEM NO.	T. O.	E. O.
1	1	4
2	1	
3	2	
4	2	1
5	3	
6	4	3
7	5	
8	6	2
9	7	
10	7	4

Question 79.

The Division Officers of the Weapons Department form a primary group. They work together, mess together, and frequently see each other socially. They are part of the wardroom secondary group which consists of all the ship's officers, most of whom see each other only at meals.

Which of the following characteristics makes the Division Officers of the Weapons Department a primary group and the wardroom group a secondary group?

a. Group size

b. Frequency of interaction

c. Both of the above

d. None of the above

Ans. c, Ref. 3.1, TO-3

Question 9.

Which characteristic distinguishes the peer group from the reference group?

a. Peer group members provide influence consistent with their standards.

b. Peers do not provide differential reinforcement of a member's response.

c. Members are more directly influenced by each other than by other elements of their environment.

d. Both a and c above

Ans. d, Ref. 3.1,.TO-6

PART 3 SEGMENT I

T. O. Number	TEST ITEM
1	The U.S.S. Camden is at sea on a training mission. Because of a malfunction the ship loses radio contact with the rendezvous ship. The communication officer directs the activities of the ET's in order to rectify the problem. The main objective of the communications officer in this case is: (a) To maintain the structure of the group in time of crisis. (b) To keep the group in a healthy working condition. (c) To direct the group toward their working goal. (d) To accomplish his personal goals. answer: c
	REVISION_____DATE:

PART 3 SEGMENT I

T. O. Number	TEST ITEM
1	A group of seamen are chipping, scraping, and wirebrushing a compartment prior to painting. The assistant division officer, an ensign, overhears some complaints that the assignments are inequitable. To get the task completed on time, he locates and borrows two electric-powered wire brushes and turns these over to the senior man on the detail. The leading seaman is obviously pleased and feels that this will make the men on the detail more cheerful in getting the compartment ready for painting. Which of the following statements describes the primary objective of the ensign? a. The ensign's objective is to help the group in making progress toward its goal. b. The ensign's objective is to keep the group in a healthy working condition. c. The ensign is fulfilling the leader's group maintenance role. d. The ensign's objective is to win the approval of the men. Answer: a
	REVISION_____DATE:

PART 3 SEGMENT I

T. O. Number	TEST ITEM
2	The four-man shipfitters gang on a ship has managed to scrounge a coffeepot in the shipfitter's shack. This eight-cup pot serves as a rallying point for the gang. Each man has his own cup. Occasionally, an extra cup is available for guests, although the problems of scrounging coffee, sugar, and cow, together with the minor problem of emptying and cleaning the pot, and making fresh coffee discourages widespread invitations to outsiders. Which of the following statements most accurately describes the dimensions of the group? a. The group is highly stratified. b. Membership in the group is easily accessible. c. There is a high degree of organization in the group. d. The size of the group is limited. Answer: d

REVISION_____DATE:

PART 3 SEGMENT I

T. O. Number	TEST ITEM
4	RD2 Cavett is a radar operator in the combat information center on a light cruiser. He is married, has two children, and is an elder of the Mormon Church. He is also an outstanding middleweight on the fleet boxing team. Which of the following groups is likely to be primary in providing emotional support for RD2 Cavett. (a) His family. (b) His church. (c) The boxing team. (d) The combat information center. answer: a

REVISION_____DATE:

PART 3 SEGMENT I

T. O. Number	TEST ITEM
4	Which of the following describes a junior officer's primary group? (a) Junior officers who are close friends and work, stand watches on the bridge and help each other on and off watch. (b) The other officers assigned to the junior officer's bunk room. (c) The parents and family group back home. (d) The girls on the beach. Answer: a
	REVISION_____DATE:

PART 3 SEGMENT I

T. O. Number	TEST ITEM
4 E.O.2	Which of the following characteristics most accurately depicts the primary group situation? (a) A group whose prime function involves maximizing the psychological well-being of its members. (b) An association which differentially reinforces the behavior of its members. (c) An interacting group influencing responses consistent with its standards. (d) A task group involving highly interdependent activities. answer: a

REVISION_____DATE:

PART 3 SEGMENT I

T. O. Number	TEST ITEM
5	Midshipman Belco comes from a well-to-do family with a superior attitude. His parents always encouraged a leisurely and phlegmatic approach to life, and taught him not to take up any very challenging or demanding activities. In his Plebe Summer, he has difficulty in keeping up with the activities of his company. What probable adjustment is required of Midshipman Belco? (a) Adopt a new reference group. (b) Accept the standards and obligations of his new peer group. (c) Become "resocialized" by his new primary group. (d) All of the above. answer: d

REVISION_____DATE:

PART 3 SEGMENT I

T. O. Number	TEST ITEM
5 E.O.2	Which of the following choices most accurately describes socialization of the individual? (a) Internalizing behaviors which serve to reward and punish behavior advancing the goals of the group. (b) The individual internalizes the adaptive patterns of his secondary group. (c) Internalization of behaviors required to fulfill mission accomplishment. (d) Both (a) and (c). answer: a

REVISION_____DATE:

PART 3 SEGMENT I

T. O. Number	TEST ITEM
6	Which of the following factors is (are) relevant to both peer and reference groups? a. Individuals within the group are of about the same age. b. Behavior of the individual is shaped by reinforcement from the group. c. The individual may not be part of the group that influences him. d. The individuals in the group have the same professional status. Answer: b

REVISION_____DATE:

PART 3 SEGMENT I

T. O. Number	TEST ITEM
7 EO-3	A message has come over the main circuit which is garbled. The tape handler takes the message off the machine and brings it to the second class petty officer. This supervisor interrogates the originator, who then interprets the garbled information. The activities of the communications crew can be correctly described as: (a) A co-acting group. (b) An interacting group. (c) A primary group. (d) A reference group. Answer: b

REVISION_____DATE:

PART 3 SEGMENT I

T. O. Number	TEST ITEM
7 EO-4	Each flight surgeon aboard an aircraft carrier is responsible for the medical condition of the flight personnel in the squadrons to which he is assigned, but reports to the Medical Officer in charge of the carrier's Medical Department. The flight surgeons meet periodically with the Medical Officer to discuss the medical status of the flight personnel. The flight surgeons illustrate what kind of group? (a) interacting group (b) reference group (c) co-acting group (d) primary group answer: c

REVISION_____DATE:

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

RESEARCH UNIT THREE

(PART THREE, SEGMENTS I, II, III, IV)

CUMULATIVE POST-TEST

THREE

Annapolis, Maryland

1970

Question 25.

An absence of openings in BT1 Farrel's rating generated apathy toward self-improvement and advancement. The Division Officer assisted Farrel in obtaining a rating with better opportunities for immediate advancement, for which he soon qualified.

Classify the type of goal depicted in this situation and the method employed to obtain it.

a. Organizational goal and the Division Officer's position power and group need perception
b. Personal goal of the leader and perception of group needs
c. Personal goals of the follower and the Division Officer's perception of the follower's needs
d. Group goal and personal goals of followers plus leader perception

Answer: c, Ref. CO I-A.2.; II-B.3.

Question 28.

Which set of statements below most closely depicts an effective leader?

A. Synthesizes known conditions and considers ways to encourage appropriate behavior within the group

B. Interacts frequently with group members to ensure, socialization and also ensure followers goal attainments

C. Alters his plans as he perceives new and more effective means of goal achievement

D. Develops plans which consider all known and predictable factors that may aid or deter the group's mission

a. A, B, and C

b. A, B, and D

c. A, C, and D

d. B, C, and D

Answer: c Ref. CO I-A.3.; II-A.2.

Question 7.

Primary groups and secondary groups are related in that they both:

a. Generate competition within the group

b. Are formed by splitting off from a larger group

c. Necessitate interdependence between members

d. Provide an atmosphere in some manner to comraderie

Answer: d CO I-C.1; IV-B.4.

Question 34.

CPO Felts is a member of a men's fraternal order near the base. In this relationship with others he is confident and competent. He is constantly approached to help in group social functions and he frequently volunteers on his own. Gradually he becomes a central figure in the group although he never holds office.

Identify the type of group and the role played by CPO Felts.

a. A primary group and a formal role

b. A reference group and a formal role

c. A coacting group and an informal role

d. A reference group and an informal role

Answer: d Ref. CO I-C.3; IV-B.1.

Question 11.

An interacting group would tend to elicit competitive behavior among its members when:

a. A multitude of goals are available.
b. The "first to cross the finish line" reaps the best reward.
c. Cumulative pressures to succeed are primarily exerted by forces outside the group.
d. Situational factors are incompatible with the norms of the group.

Answer: b Ref. CO I-D.1; III-B.1.

Question 17.

Survivors on an uninhabited island find few viable resources available to them. Upon taking roll call, CAPT Phillips discovers that a Petty Officer in the group was previously assigned to an air-sea rescue squadron and possesses considerable survival expertise.

CAPT Phillips proceeds to organize the group to meet their immediate needs for survival.

What is the type of group operating in this situation, and what is the leader's influence over group members?

a. An interacting group, highly responsive to the leader because of his position power.
b. A coacting group, highly influenced by the leader because of the absence of formal lines of command.
c. An interacting group, the leader's influence curtailed by his reliance on the knowledge of others.
d. A coacting group, the leader's influence enhanced by inadaquately defined behavior of its members.

Answer: c Ref. CO I-D.1.; III-B.3.

Question 12.

During the catapult firing operations, the Catapult Officer signals information to the deck edge operators who pass it below deck through a signal button which activates an appropriate switch. A console operator receiving these signals utilizes a checklist to correctly identify signals.

What is the type of group and the function of the checklist?

a. The checklist is utilized to minimize human error in this independent task group.
b. The checklist functions as a primary means of promoting cooperation in this coacting group.
c. The checklist is utilized as a source of referral in this interacting group.
d. The checklist is employed in order to prevent anxieties regarding potential error in this interacting group.

Answer: c Ref. . . CO . . I-D.1.; IV-A.2.

Question 22.

Match the types of groups with their characteristics.

1. Interacting group
2. Coacting group
3. Primary group
4. Secondary group
5. Task group

A. Group with considerable intimacy
B. Has exacting demands on the interdependent members of the group
C. Group with less frequent interaction of members.
D. Little need for coordination by the leader

a. 1-B, 2-D, 3-A, 4-C
b. 1-D, 2-B, 3-A, 4-C
c. 1-B, 2-C, 3-D, 4-A
d. 2-D, 3-A, 4-C, 5-B

Answer: a Ref. CO I-D.1.,2.

Question 26.

How does the interacting group differ from the coacting group?

a. Its primary focus involves accomplishment of a task.
b. The ability of its interdependent members to respond to and provide discriminative stimuli is greater.
c. It requires little internal coordination between members to accomplish its goal.
d. It ensures equal distribution of the group burden.

Answer: b Ref. CO I-D.1., D.2.

Question 24.

Cooperation in an interacting group results in:

a. Non-discriminating distribution of the group's burden
b. Control of behavior consistent with group standards
c. More productive use of novices due to instructive aid from more experienced members
d. Increased internalization of behaviors required to fulfill mission accomplishment

Answer: c Ref. CO I-D.1.; II-B.2.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment II

The Relationship of the Leader to the Group

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

THE RELATIONSHIP OF THE LEADER TO THE GROUP

PROGRESS CHECK

Question 1.

Which of the following statements correctly describes the relationship between leadership and group dynamics?

a. The nature of the situation and its effects upon the group is the major determinant governing leadership.

b. The leader determines the behavior of the group according to its purpose and inherent goals.

c. The leader discerns his course of action by considering the interpersonal relationships among group members.

d. The leader determines his course of action through assessment of internal and external forces affecting the group.

Question 2.

Acquiring a good knowledge of group dynamics will enable the leader to:

a. Skillfully observe and discern the quality of various critical forces affecting the group at any particular time.

b. Readily recognize the elements which affect his relationship with the group.

c. Present himself to the group in the most favorable light, gaining prestige and enhancing group morale.

d. Understand the critical internal forces which affect the interpersonal relationship of group members.

Question 3.

ENS Mitchell is the Deck Division Officer aboard a newly commissioned ship. After extensive training in general quarters drill procedures, the ship executed its first general quarters drill and many of the men in the Deck Division reported to the wrong station. ENS Mitchell called the men of the division together and went over the drill procedures again in detail, indicating forcefully that any further foul-ups would be a subject for an official report. On subsequent drills the men of the Deck Division performed perfectly. Several months later when the ship was on station off the coast of North Vietnam and came under fire of shore batteries, the men again showed confusion in executing general quarters.

Which of the following factors probably contributed most extensively to the performance of the group in a combat situation?

a. The consistent forcefulness by the leader, during drill situations, directly contributed to the ineptitude of group members during general quarters in a combat situation.

b. The authoritarian leadership style adopted by the leader following a general quarters foul-up contributed to a similar breakdown during a critical situation.

c. The threat of being put on report became less significant as combat became imminent and personal concern and survival dominated the group goals of mission accomplishment.

d. The inconsistencies of the leader during drill periods led to confusion during a combat situation.

Question 4.

During a bridge watch in rough weather on an aircraft carrier, the Conning Officer, an ensign, notices that the ship's heading is 5^{o} off course and snaps out, "Mind your helm!" The quartermaster of the watch later takes the helmsman aside and says to him, "You've got to take her as much to the left as she falls off to the right. Be sure you stay alert. Okay?"

Which of the following factors affected group performance?

a. Autocratic style used by the ensign

b. The rough weather

c. The traits of the quartermaster

d. All of the above

Question 5.

While attempting a landing on an aircraft carrier, an F4B missed its target on deck, bounced over the arresting gear, and crashed into two armed aircraft waiting their turn on the catapult. Aware of the possibility of explosion in the fire, the flight deck crew immediately scattered for cover. The Flight Deck Officer, however, manned the closest fire hose and began fighting the fire. A much-chagrined crew soon rallied to his side and quickly extinguished the blaze. No explosion occurred. All three pilots escaped with only minor injuries.

Which of the following statements best describes the nature of the leader's influence over the group in this situation?

a. The leader's high position power commanded the group's respect and subordination.

b. The leader, functioning as a source of reference, influenced the group's performance.

c. The amount of knowledge exhibited by the leader in this situation helped increase the influence of the group.

d. The nature of the situation helped to increase the leader's influence over the group.

Question 6.

The department head controls liberty, allowing those who finish duty assignments to go on liberty. His division officer, however, is unable to give or take away liberty privileges.

Which of the following statements correctly describes the division officer's influence in the example above, based on the factors which strengthen or mitigate the sources of the leader's influence?

a. The leader's position power is determined by how well his subordinates identify with him.

b. The leader's position power determines the degree of positive reinforcement and punishment he has at his disposal, but not necessarily the degree of performance he gets from his group.

c. The leader's position will be the most effective influence on his power. The higher the position power the greater performance the leader gets from his group.

d. The leader's position power is determined by the degree to which he is expert in performing a particular task as this affects his effectiveness in getting the group to perform the same task.

Question 7.

Select from the following choices, the statement which best describes the positive result of a highly structured task.

a. A highly structured task typically elicits a laissez-faire leadership style.

b. A highly structured task generally provides the leader with a limited accessibility to reinforcers.

c. The group involved in a highly structured task requiring specified procedures typically provides direct support for its leader.

d. The leader directing a highly structured task develops little influence and authority over the behavior of the group.

Question 8.

On small ships, radiomen generally stand watches alone in the radio shack. Further, unless closely monitored, there can be no assurance that the man is alert and has correctly copied messages intended for the ship from the broadcast network. Messages missed by one operator may be picked up on a repeat broadcast, and the second radioman may cover the first man's error so that it is not always evident that a message was previously missed because of carelessness.

Select the statement which correctly describes the degree of influence, and reason for the influence, the leader is likely to have over group behavior in the example above.

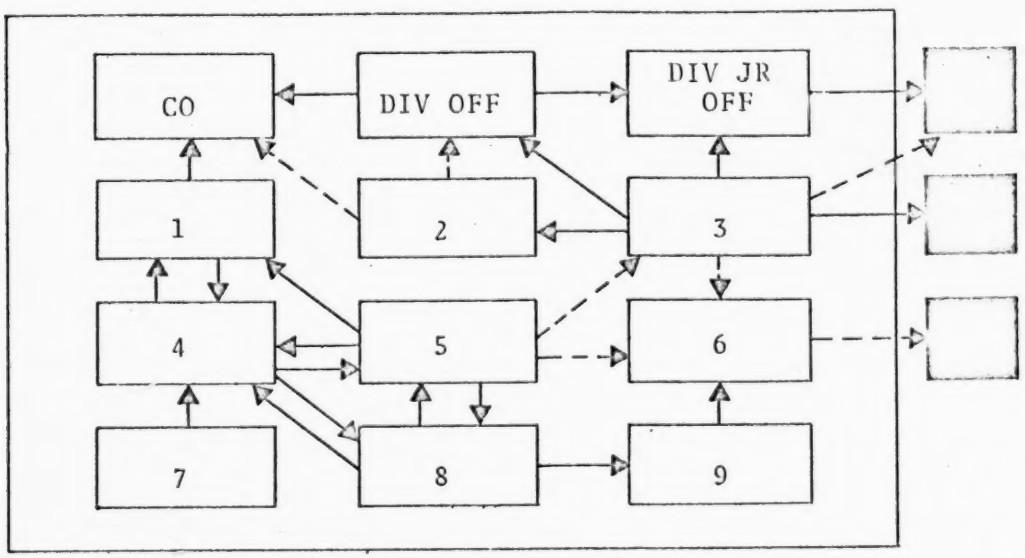
a. Great because the task is structured

b. Small because the task is unstructured

c. Great because the task is unstructured

d. Small because the task is structured

Question 9.



(SOLID BLOCKS REPRESENT PERSONS OUTSIDE THE DIVISION. SOLID LINES = POSITIVE CHOICES; DASH LINES = NEGATIVE CHOICES.)

Which of the following statements best describes the nature of group interactions suggested by this sociogram?

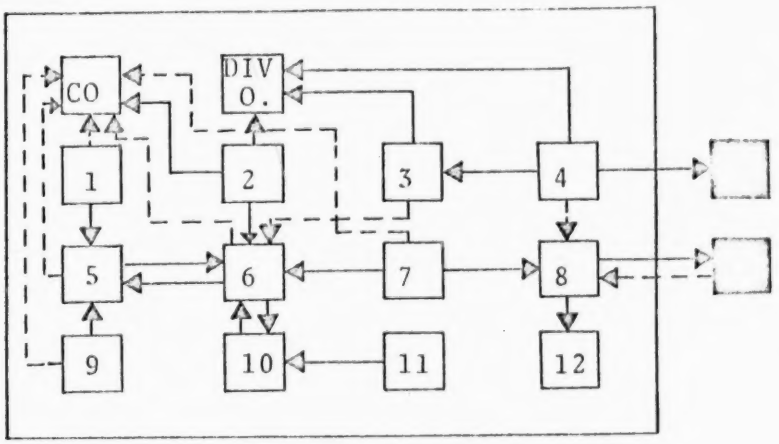
a. Development of subgroups within the squadron is likely to increase cohesion among all of its members.

b. Allegiance within squadron subgroup is greater than allegiance to division officers.

c. A clique is developing to form a subgroup within the squadron.

d. Both b and c above

Question 10.



(SOLID BLOCKS REPRESENT PERSONS OUTSIDE THE DIVISION. SOLID LINES = POSITIVE CHOICES; DASH LINES = NEGATIVE CHOICES.)

Select the statement which best describes the performance expected from this group on a mission.

a. Disorganization in the group would tend to preclude good performance on the mission.

b. The presence of subgroups is essential in organizing other members of the squadron to perform well on the mission.

c. The men will perform well on the mission because of the formal leadership in effect.

d. Cohesion among members will increase the group's probability of achieving the goals of the mission.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT II

REMEDIATION TEXT Audio Script - VOL III-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Pages 1-2
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3	c	Pages 6-10
4	d	Pages 6-10
5	b	Pages 10-12
6	b	Pages 7-10
7	c	Pages 10-11
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PROGRESS CHECK ITEM AND OBJECTIVE MATRIX

MARCH 1971

Part Three Segment II

ITEM NO.	T. O.	E. O.
1	1	
2	1	2
3	2	
4	2	2
5	3	
6	4	
7	4	1
8	4	2
9	5	
10	6	

Question 42.

Which of the following choices correctly states the source of the leader's position power?

a. The leader's position power comes from his access to punishment and/or reward reinforcers.

b. The leader's position power comes from the amount of responsibility assigned to him.

c. The leader's position power comes from his rank, duty assignment, and responsibility.

d. The leader's position power comes from his follower group; i.e., he has as much power as subordinates will accept and allow him to exert.

Ans. c, Ref. 3.2, TO-3/EO-1

Question 3.

Which correctly states a result arising from the leader and his subordinates operating in a highly structured task situation?

a. The leader's range of positive and negative reinforcers is likely to diminish.

b. Organization sanctions can be imposed which strengthen the leader's position power.

c. Due to the specificity of behaviors involved to accomplish the task, the subordinates' identity with the leader may diminish, thereby weakening the leader's position power.

d. Because of the nature of the situation, the leader will tend toward an autocratic style of leadership which will decrease the subordinates' motivation.

Ans. b, Ref. 3.2, TO-4/EO-1

PART 3 SEGMENT II

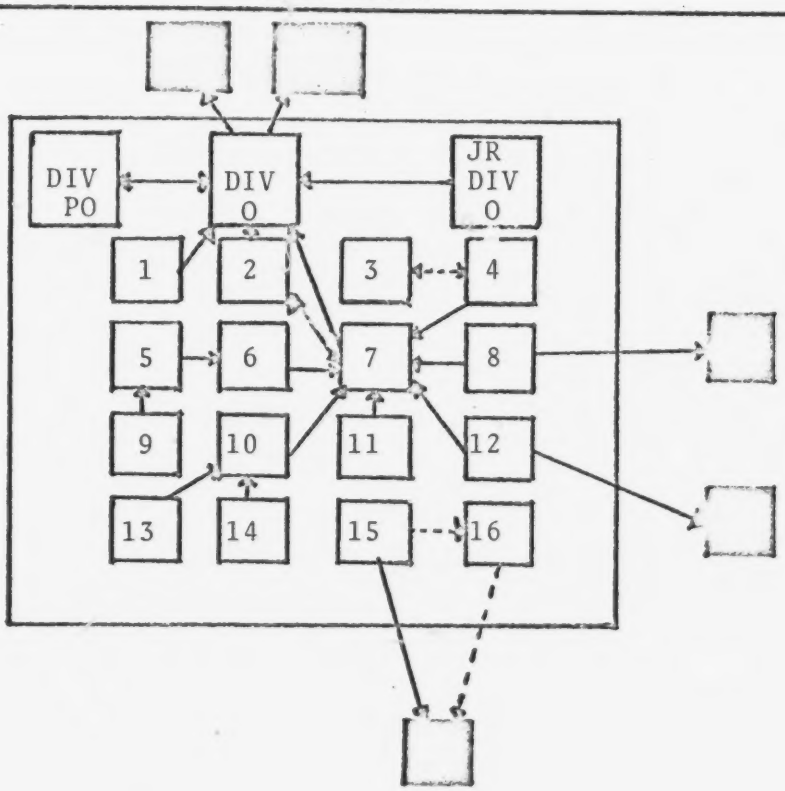
T. O. Number	TEST ITEM
1	Which of the following statements correctly describes the relationship between leadership and group dynamics? a. A leader cannot direct his own behavior or that of his group in the most effective way if he lacks an understanding of the principal social and psychological forces which are affecting the group. b. A leader cannot direct his own or others' behaviors in an effective way unless he ignores the principal social and psychological needs of a group which interfere with mission accomplishment. c. The external and internal forces that control group behavior must be controlled by group members, so that the leader is not allowed to become dictatorial. d. If a leader lacks an understanding of the principal social and psychological factors which affect his behavior, the group members will control their own environment. Answer: a
	REVISION_____DATE:

PART 3 SEGMENT II

T. O. Number	TEST ITEM
2 E.O. 1	Select the statement which most accurately defines the behavior involved in leadership styles. (a) The leader typically considers the needs and ideas of group members when determining the nature of his role. (b) The leader attempts to exert influence and impose control through various types of interaction with the group. (c) The leader typically exerts his authority over the group through his position of power. (d) The leader's role is structured by situational factors in operation at the time. answer: b

REVISION_____DATE:

PART 3 SEGMENT II

T. O. Number	TEST ITEM
5	

(SOLID BLOCKS REPRESENT PERSONS OUTSIDE THE DIVISION. SOLID LINES = POSITIVE CHOICES; DASH LINES = NEGATIVE CHOICES.)

Which statement correctly describes the group situation represented above?

a. There is a strong cohesiveness within the formal group structure.

b. There is dissension within the group caused by outside interference.

c. The formal leadership is fully effective.

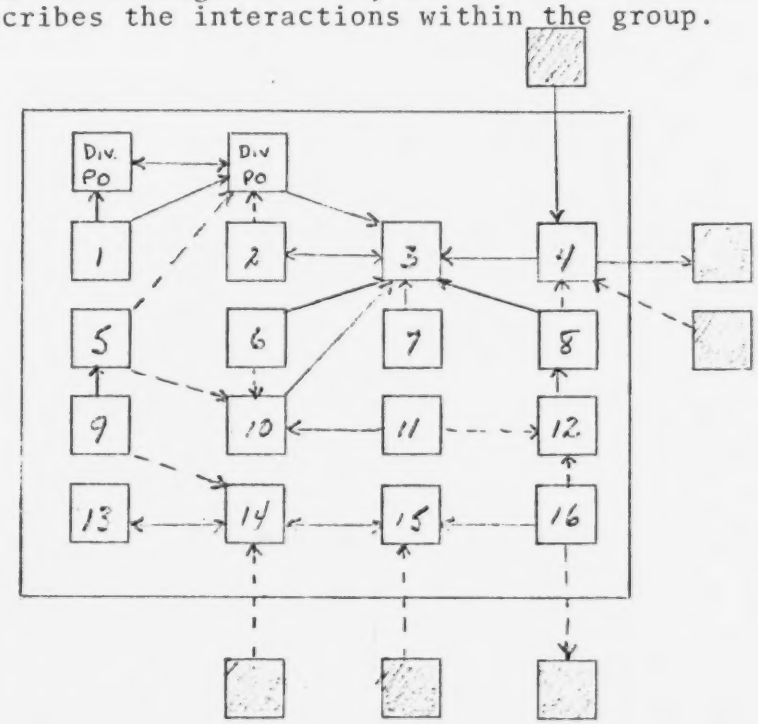
d. There is a potentially valuable informal leader in the group.

Answer: d

REVISION 1 DATE: 12/31

PART 3 SEGMENT II

T. O. Number	TEST ITEM
5	From the sociogram below, choose the statement which best describes the interactions within the group.



(SOLID BLOCKS REPRESENT PERSONS OUTSIDE OF THE DIVISION. SOLID LINES = POSITIVE CHOICES; DASH LINE = NEGATIVE CHOICES.)

a. The formal leadership of the group is very effective.

b. The group as a whole shows a lack of cohesion.

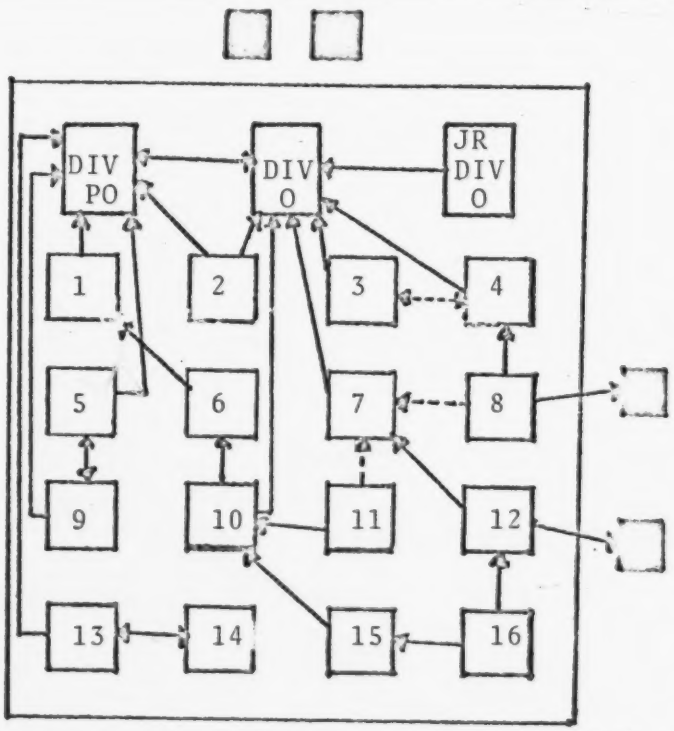
c. The members outside the squadron have great influence over the group members.

d. Within the group itself there's a potential influential leader developing.

Answer: d

REVISION_____DATE:

PART 3 SEGMENT II

T. O. Number	TEST ITEM
6	

(SOLID BLOCKS REPRESENT PERSONS OUTSIDE THE DIVISION. SOLID LINES = POSITIVE CHOICES; DASH LINES = NEGATIVE CHOICES.)

Which statement best describes the performance you would expect from this group on a mission?

a. The group would perform well because there would be competition between factions that have developed in the group.

b. Poor performance must be expected because of the dissension indicated between 3, 4, 8, 7 and 11.

c. Good performance can be expected because the group is cohesive and well disposed to its leaders.

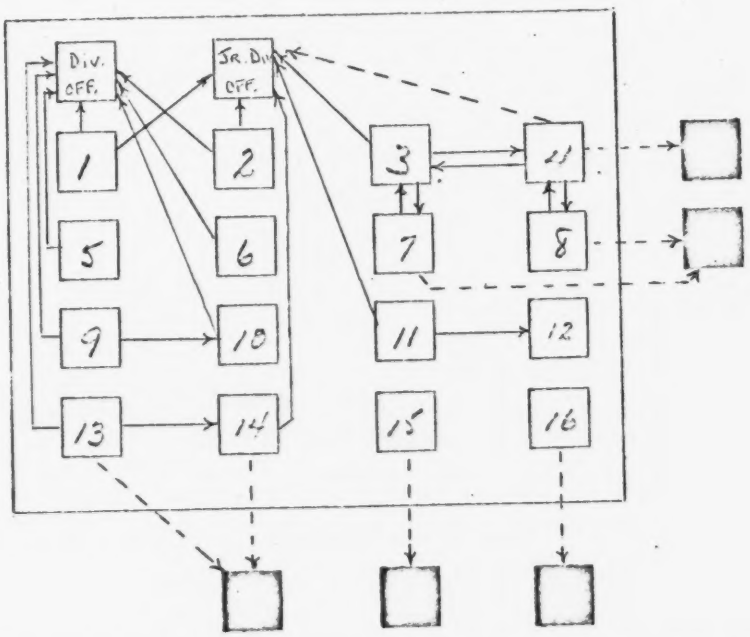
d. Poor performance is likely because the favorable feeling toward the leaders indicates they are lax.

Answer: c

REVISION_____DATE:

PART 3 SEGMENT II

T. O. Number	TEST ITEM
6	According to the following sociogram what performance would be exhibited by the group during a mission.



(SOLID BLOCKS REPRESENT PERSONS OUTSIDE OF THE DIVISION. SOLID LINES = POSITIVE CHOICES; DASH LINE = NEGATIVE CHOICES.)

a. The group would perform well due to the common bond against members outside the group, thereby enhansing cohesion in the group.

b. The group would perform poorly due to friction caused by members outside the group.

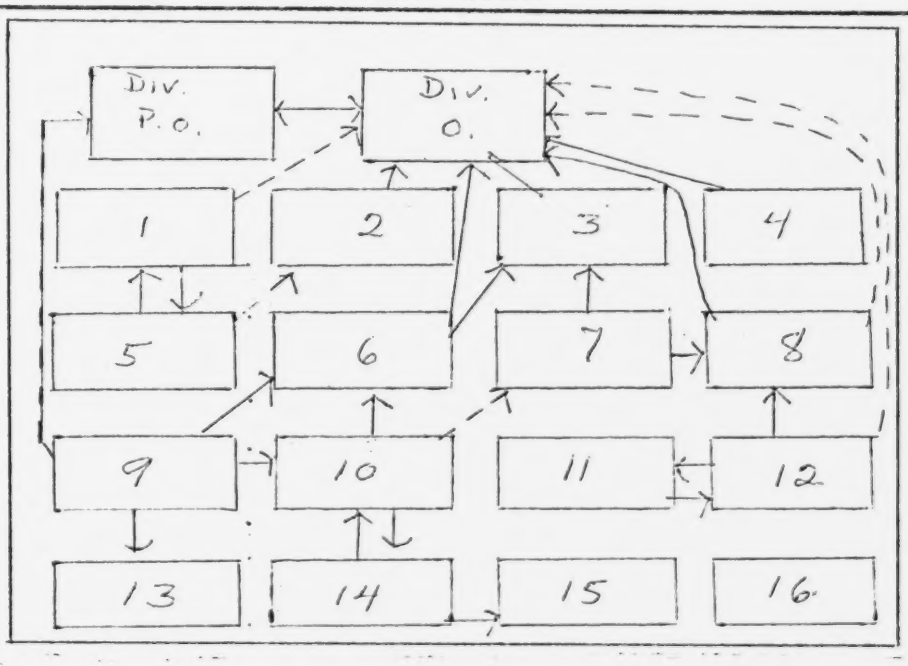
c. The group would perform well due to the amount of favorable interactions with the leader.

d. The group would perform poorly due to the infrequent interactions among the group members.

Answer: c

REVISION 1 DATE: 12/31

PART 3 SEGMENT II

T. O. Number	TEST ITEM
6	

(SOLID BLOCKS REPRESENT PERSONS OUTSIDE OF THE DIVISION. SOLID LINES = POSITIVE CHOICES; DASH LINE = NEGATIVE CHOICES.)

Select the statement which best illustrates the performance of the group during a mission suggested by the following sociogram.

a. The group would perform poorly because of the formation of cliques precluding expedient and efficient execution of the task.

b. The group would probably perform well because of the degree of allegiance to the division officer.

c. The group would probably perform well because of the cohesion and frequency of interactions among its members.

d. The group would perform poorly due to some negative affect toward the division officer.

Answer: b

REVISION 1 DATE: 12/31

Question 32.

ENS Thomas, who was quite disturbed at the slovenly appearance of his men, informed the group that liberty would be curtailed unless they became more tidy. During the next few weeks the group's appearance improved considerably.

What method did ENS Thomas use to establish new group norms and what factor affected the group's performance?

a. Redirected effort and differential reinforcement
b. Differential reinforcement with the leader recognized as the center of authority
c. Conflict resolution and the men's desire to be subordinate to the leader
d. Redirected effort and the authoritarian personality of the leader

Answer: b Ref. CO II-A.3; IV-C.1.

Question 2.

Match the terms in Column I with their correct definitions in Column II.

COLUMN I	COLUMN II
1. Laissez faire policy	a. Leader makes use of the needs and ideas of group members
2. Autocratic style	b. Leader's presence hardly affects group functioning
3. Diagnostic leadership	c. Leader evaluates a situation according to current conditions
4. Shared leadership	d. The modes of interpersonal behavior over which leaders attempt to exert influence and control
5. Leadership style	

a. 2-a, 3-c, 4-b, 5-d

b. 1-b, 2-a, 3-c, 5-d

c. 1-a, 3-c, 4-b, 5-d

d. 1-b, 3-c, 4-a, 5-d

Answer: d Ref. CO II-A.3,4.

Question 10.

A coxswain dresses down a group of seamen who exhibited inappropriate boat etiquette. He notices some tension building among group members and subsequently softens his reprimand.

Why was the coxswain's leadership style modified?

a. The coxswain acted to repair harm to the status of the reprimanded group members.
b. The coxswain acted to broaden his referent power.
c. The coxswain acted to better clarify the principles of boat etiquette and insure future compliance in a meaningful manner.
d. The coxswain acted to avoid overt opposition.

Answer: a Ref. CO II-A.4.

Question 4.

Match each description in Column I with the correct term in Column II.

COLUMN I	COLUMN II
1. Sociometric diagram	a. The leader is in a better position to discriminate and apply reinforcements.
2. Structured task	b. Depicts the degree of solidarity within the group
3. Position power	c. Subordinate members identify themselves with the leader.
4. Referent power	d. The leader has a greater degree of both positive and negative reinforcement at his disposal.
5. Group dynamics	e. Depicts the forces, both intrinsic and extrinsic to the group, which determine the behavior of the group and its members

a. 1-b, 2-a, 3-c, 4-d
b. 1-b, 2-a, 3-d, 4-c
c. 2-a, 3-d, 4-c, 5-b
d. 1-e, 3-d, 4-c, 5-b

Answer: b CO II-B.1.,2.

Question 19.

The orderlies assigned to CAPT Reedy must perform highly complex tasks with little latitude for error. Although CAPT Reedy is characterized as a laissez-faire leader, his orderlies are relatively efficient and prompt in the performance of their duties.

Which factors might most effectively account for the efficient and expedient performance of CAPT Reedy's orderlies?

a. The presence of instructions for orderly duty
b. The lifelong training of most people toward conformity to authority
c. CAPT Reedy's high position power
d. All of the above

Answer: d Ref. CO II-B.1., 2.

Question 18.

Which of the following factors is most extensively determined by the leader's position power?

a. The group's optimal expectations and performance
b. The extent of verbal reinforcers-praise and blame-utilized
c. The availability and potency of positive and negative reinforcements
d. All of the above

Answer: c Ref. CO II-B.2.

Question 15.

Which of the following characteristics is true of an unstructured task?

a. The task does not enhance the leader's influence.
b. Partially specified procedures are present.
c. Organizational sanctions exist,
d. The leader is in a good position to differentially reinforce behavior.

Answer: a Ref. CO , II-B.2.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment III

Group Interactions

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

GROUP INTERACTIONS

PROGRESS CHECK

Question 1.

Example 1:

The Navigator informs the pilot that their target lies 20° to starboard, 10 miles. The pilot acknowledges the information and immediately brings the aircraft to a new heading so the target is dead ahead.

Example 2:

The Shore Patrol discover one of their crew fighting with a local civilian. To stop the fight the three shore patrol men have to pull them apart and then escort the sailor back to his ship.

a. Example 1 illustrates direct interaction, Example 2 illustrates symbolic interaction.

b. Example 1 illustrates symbolic interaction, Example 2 illustrates direct interaction.

c. Example 1 and Example 2 both illustrate symbolic interaction.

d. Example 1 and Example 2 both illustrate indirect (secondary) interaction.

Question 2.

The Weapons Officer on a destroyer desires to improve the local control capability of his gunmounts. He decides to do this through competition.

Which of the following would make the best use of competition to accomplish this goal?

a. All losers will have their liberty curtailed.

b. The gun captain of the winning mount will receive extra liberty.

c. The winning mount crew will receive a special 72 hour liberty during normal working hours.

d. Announce that their semi-annual evaluation sheets will be a direct reflection of their relative performances

Question 3.

In which of the following situations has competition been used correctly for the good of the group?

a. ENS Blake assembles his division personnel and informs them that he has devised a special plan for the division to use to improve division maintenance.

b. Upon completion of the Spring Marksmanship Competition, MIDN Bove, whose company came in second, gathers his shooters for a special meeting to discuss what they did wrong. He said that they will compete among themselves until the desired degree of proficiency is reached.

c. 2-LT Watcher informs his platoon that a platoon from another company has challenged them to a field meet and he informs them that there will be events for everyone to participate in.

d. LTJG York informs the personnel of his division that the individual who scores highest on the professional exams will be given special consideration when he marks the semi-annual evaluation sheets.

Question 4.

The Squadron Commander signals a "Turn 9" by radio which is acknowledged by "roger over." On "execute" the ships turn smartly.

The signal by the Squadron Commander is an example of which kind of interaction?

a. Symbolic

b. Direct

c. Both of the above

d. None of the above

Question 5.

Which of the following best contrasts opposition, cooperation, and differentiation?

a. Cooperation is the breaking of larger groups into smaller ones. Opposition is working against someone else toward a goal. Differentiation is a united effort toward a goal.

b. Cooperation is a united effort toward a goal. Opposition is working against someone else toward a goal. Differentiation is the breaking of larger groups into smaller ones.

c. Cooperation is working against someone else toward a goal. Opposition is a united effort toward a goal. Differentiation is the breaking of larger groups into smaller ones.

d. Cooperation is a united effort toward a goal. Opposition is the breaking of larger groups into smaller ones. Differentiation is working against someone else toward a goal.

Question 6.

One goal of the CIC is to provide radar-assisted piloting when entering port and particularly when under conditions of reduced visibility.

Which of the following would aid most in reaching that goal?

a. Conduct at least two drills per day simulating reduced visual conditions.

b. The CIC Officer should state that unless the operation is performed correctly, extra instruction will be given.

c. The CIC Officer should get the team together, explain the importance of their job, and explain that unless all do their best, liberty will be curtailed.

d. Conduct periodic simulated drills and go through the operation as though visibility were reduced every time the ship enters port.

Question 7.

Among the missions of Damage Control Parties aboard ship are the preservation of watertight integrity and the rapid repairs of material, particularly during battle or accidents.

Which of the following means would aid most in making it possible to achieve these goals?

a. Conduct a weekly drill, under simulated conditions, on randomly selected damage control parties.

b. Conduct weekly drills, under simulated conditions, on all damage control parties assigning a grade to each, and at the end of the competitive period, reward the party with the highest score.

c. Continuously train the repair parties in their duties, knowing that with proper training each party will successfully do its job when necessary.

d. Conduct weekly drills on all repair parties. At the end of the training period reward all the repair parties.

Question 8.

In an aviation squadron on a carrier the Operations Officer, CDR Jones, determines the number of training missions to be flown daily, and the times of launch. CDR Jensen, the maintenance officer, cannot provide enough aircraft in an up status to meet either the number or schedule of the missions. Both men have complained to the CO, requesting the other be removed from his job. CDR Jones insists that CDR Jensen is deliberately sabotaging his efforts. CDR Jensen says that the schedule is too heavy for his undermanned department, and CDR Jones is endangering the safety of the aviators.

How might this conflict best be resolved?

a. The CO should determine who is right and discipline the guilty party.

b. The CO should transfer both men, since they obviously cannot cooperate.

c. The CO should order them to quit back-biting, get together to talk things over, and find a workable compromise.

d. The CO should simply tolerate the situation, since the failure to act will inevitably lead to conciliation.

Question 9.

Both the Administrative and Operations Divisions of an aviation squadron have yeomen assigned to them. It is the goal of the squadron to have all their yeomen qualified for an advancement in rating by having all the yeomen thoroughly prepared for the next rating examination.

How can these divisions use cooperation to achieve the squadron objective? Select the best answer.

a. They can establish a reward program to give the individual making the highest score on the next rating examination a special liberty.

b. The division officers should get together to set up a joint training program so that the yeomen in each division can take advantage of the expertise of the other rated yeomen in the squadron.

c. They can inform all the yeomen in each division of the squadron goal and encourage each man to prepare himself during his off duty hours by individual study efforts.

d. The division officers should screen their yeomen to find the ones who need special instruction and then set up special instructional periods for those individuals.

Question 10.

The Airframes Division Officer has recently noted that his division personnel have split into two groups. One group is largely made up of those men who made the squadron's last combat deployment, during which time the squadron was awarded the "E." The other group consists mainly of those who have only been in the squadron since its return home.

What is the most probable cause of this grouping?

a. Physiological needs

b. Group self-actualization

c. Difference in ratings

d. Esteem

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT III

REMEDIATION TEXT Audio Script - VOL III-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Pages 1-3
2	c	Pages 3-6
3	c	Pages 3-6
4	a	Pages 1-3
5	b	Pages 3, 10, 14
6	d	Pages 10-13
7	b	Pages 10-13
8	c	Pages 5-8
9	b	Pages 10-13
10	d	Pages 14-17
11		
12		
13		
14		
15		

PROGRESS CHECK ITEM AND OBJECTIVE MATRIX

MARCH 1971

Part Three Segment III

ITEM NO.	T. O.	E. O.
1	1	
2	2	
3	4	4
4	1	
5	3	
6	6	
7	4	
8	5	
9	6	2
10	7	

Question 16.

Which of the following statements is a correct definition of cooperation?

a. Resolution of differences to avoid conflict or opposition

b. Mutual aid to arrive at a goal

c. Allowance for different approaches

d. Common interest in arriving at a goal

Ans. b, Ref. 3.3, TO-6/EO-1

PART 3 SEGMENT III

T. O. Number	TEST ITEM
1 E.O. 1	Which of the following statements correctly defines and expresses the relationship of interaction, direct interaction and symbolic interaction? (a) Interaction is mutual action among two or more persons. Direct interaction involves physical movement and contact to communicate while symbolic interaction involves vocal and written symbols. (b) Interaction involves reciprocal influence among two or more persons. The great bulk of interaction is direct interaction; symbolic interaction occurs very seldom. (c) Interaction is the major activity of a group. While interaction involves mutual action among two or more persons, symbolic interaction is not necessarily mutual nor reciprocal. (d) Interaction is the essence of group behavior with direct interaction being the major activity and symbolic interaction being the minor activity of the group. answer: a

REVISION_____DATE:

PART 3 SEGMENT III

T. O. Number	TEST ITEM
4 E.O. 2	Which of the following choices is a correct definition of opposition? (a) Opposition is an extreme conflict with attempts to injure or destroy the opponent to secure the goal. (b) Opposition is competition against others for a goal. (c) Opposition is the struggle against others for a goal. (d) Opposition is coercion preventing others from attaining a goal. answer: c
	REVISION_____DATE:

PART 3 SEGMENT III

T. O. Number	TEST ITEM
4 E.O. 5	Which of the following statements correctly states the main characteristic of conflict? (a) Attention is focused on the reward. (b) Attention is focused on the objective. (c) Attention is focused on the opponent. (d) Attention is equally focused on the reward, the objective, and the opponent. answer: c

REVISION_____DATE:

PART 3 SEGMENT III

T. O. Number	TEST ITEM
5	Everytime the ship moors alongside a pier, the deck force is slow getting lines over and doubled up due to the apathy of the line handlers aboard ship. The First Lieutenant recognizes the situation, calls the PO's together and explains the necessity of mooring the ship smartly and efficiently. The boatswain's mates then exert autocratic influence on the line handlers to perform their duties more efficiently. This is an example of regulation of opposition by: a. conciliation. b. arbitration. c. coercion. d. toleration. Answer: c

REVISION_____DATE:

PART 3 SEGMENT III

T. O. Number	TEST ITEM
5 E.O. 1	Which of the following choices correctly lists the regulations of opposition? (a) Compromise, cooperation, conciliation, competition, coercion. (b) Compromise, toleration, arbitration, coercion, competition. (c) Compromise, cooperation, resourcefulness, arbitration, conciliation. (d) Coercion, toleration, arbitration, compromise, conciliation. answer: d
	REVISION_____DATE:

PART 3 SEGMENT III

T. O. Number	TEST ITEM
6	Cooperation could be used to advantage under which of the following conditions? a. Training of a gun crew. b. Qualifying for a marksmanship medal. c. Studying for advancement in rating examinations. d. Preparation for personnel inspection. Answer: a

REVISION_____DATE:

PART 3 SEGMENT III

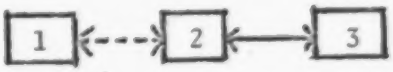
T. O. Number	TEST ITEM
7	Aboard a naval ship a system of division competition has been established. This is taken very seriously and the competitive spirit is characterized by an increase in morale, appearance, work habits, etc. Which of the following would be the probable cause(s) of the increased morale ? a. Belonging b. Security c. Esteem d. All of the above Answer: d
	REVISION_____DATE:

PART 3 SEGMENT III

T. O. Number	TEST ITEM
7 E.O. 2	Which of the following statements bests describes the cause of differentiation? (a) A larger group does not provide comradeship as does a smaller group. (b) The desire to retain goals achieved by setting up barriers to others. (c) Having something others do not have. (d) All of the above. answer: d

REVISION_____DATE:

PART 3 SEGMENT III

T. O. Number	TEST ITEM
8	 Between which of the above is cooperation shown? a. 1 and 2 b. 2 and 3 c. 1 & 2, 2 & 3 d. No cooperation is shown. Answer: b

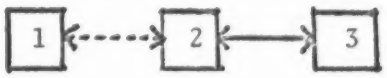
REVISION_____DATE:

PART 3 SEGMENT III

T. O. Number	TEST ITEM
8	 Between which of the above is interaction shown? a. 1 and 2 b. 2 and 3 c. 1 & 2, 2 & 3 d. No interaction is shown. Answer: c

REVISION_____DATE:

PART 3 SEGMENT III.

T. O. Number	TEST ITEM
8	 Between which of the above is opposition shown? a. 1 and 2 b. 2 and 3 c. 1 & 2, 2 & 3 d. No opposition is shown. Answer: a

REVISION_____DATE:

Question 33.

Which statement(s) are more correctly associated with "group interactions"?

a. Behaviors involving physical movement and contact as a means of communication

b. Utilization of symbolic gestures

c. Both a and b

d. None of the above

Answer: c Ref. CO III-A.1., 2.

Question 14.

Which of the following situations most accurately depicts symbolic interaction?

a. Subsequent to reaching the end of his sector, the surface lookout makes a perfunctory return sweep with his eyes.

b. Juniors show deference to seniors by refraining from crossing the bows of their boats or ignoring their presence.

c. Hand salutes are rendered by the coxswain when boats pass with Officers aboard.

d. Silence is maintained by enlisted men who are passengers with Officers in running boats.

Answer: c Ref. CO III-A.2.

Question 13.

Match the terms in Column I with the appropriate description in Column II.

COLUMN I	COLUMN II
1. Compromise	A. Tends to permit the existence of different approaches.
2. Toleration	B. The competitors back away from direct confrontation due to the intervention of a mediating agent.
3. Arbitration	C. Competitors adjust their positions by reducing their demands.
4. Conciliation	D. Contestants agree to partial achievement of their share of a goal.
5. Coercion	E. Contestants acknowledge the existence of different approaches; accept mutually approved mediating agent; adjust their positions after confrontation.

a. 1-C, 2-A, 3-B, 4-D

b. 1-C, 2-A, 3-D, 4-B

c. 1-E, 2-A, 3-C, 5-B

d. 1-C, 2-A, 3-E, 4-C

Answer: a Ref. CO . III-B.1.

Question 6.

Which of the following statements most accurately differentiates between competition and cooperation?

a. Competition is applicable to relationships between groups, whereas cooperation is operative within the group.
b. The reward functions as the primary source of motivation in competition, whereas its importance in a cooperative situation is relatively insignificant.
c. The advantages and disadvantages of cooperation and competition are inversely related.
d. Cooperation typically builds respect for other groups, whereas competition tends to breed contempt among groups

Answer: c Ref. CO III-B.1.2.

Question 30.

What is the relationship between competition and a coacting group?

a. A coacting group is focused on individual goal attainment rather than on the destruction of the group's competitor
b. Competition within a coacting group precludes members from obtaining their goal
c. The duration and magnitude of competition within a co-acting group is limited by the need for coordination of efforts between group members
d. Competition within a coacting group tends to refocus attention on the competitor, producing a rapid decrease in group equilibrium

Answer: a Ref. CO III-B.1; II-D.2.

Question 39.

What is a primary characteristic of coercive authority?

a. Group members are convinced that the leader will employ force as a means of control.

b. Typically arises where conditions of internal disintegration of effort prevail.

c. Employed under environmental conditions which preclude free exploration of potential activities by group members.

c. Induces a lack of cohesiveness among group members.

Answer: a Ref. CO III-B.1.c.

Question 16.

Competition among group members tends to produce:

a. A continual need for goal adjustment among group members and their leader
b. Greater focus upon individuals than upon the goal
c. An equal distribution of effort among members
d. Solidarity between the leader and the group

Answer: b Ref. CO · III-B.2.

Question 31.

ENS Palmer is an expert in technical matters because of his recent training. He constantly interrupts his subordinates while they are repairing equipment, and consequently has aroused considerable resentment,

What are the consequences of ENS Palmer's actions and the contributing basis for these consequences?

a. Cooperation would be encouraged, due to the group's opposition to ENS Palmer.
b. Competition would be encouraged, due to ENS Palmer's unnecessary display of professional competence.
c. Competition would be encouraged, due to ENS Palmer's reliance on position power as his source of authority.
d. Cooperation would be encouraged, due to the leader acting as a frame of reference for the group.

Answer: b Ref. CO III-B.2; II-B.1.

Question 36.

A newly assigned Ensign notes that the men in his division lack unity and esprit de corps. To rectify this situation he hosts a beach party and shortly thereafter obtains maximum voluntary effort from the group.

What was the leader's influence on the group and the basis for group cooperation?

a. The leader's position power caused the group to clarify their goals and regain confidence through healthy competition.
b. The leader's referent power influenced group members to cooperate in order to obtain a reward.
c. The leader's personal involvement created an appreciation of the benefits of cooperative activity.
d. The leader's ability to definitively structure the group in an informal situation influenced the members to cooperate.

Answer: c Ref. CO III-B.2; II-B.3.

Question 40.

The pilots and navigators of a fighter-bomber squadron have formed separate cliques, with little contact outside of that involved in mission participation.

What are some of the advantages which may accrue from this arrangement?

A. Promotes a competitive spirit

B. Increases ability of group to work as a unit

C. Increases exchange of knowledge between pilots and navigators

D. Reduces dangerous conflicts

E. Increases pride in accomplishment of one's own group

F. Provides healthy emotional support

a. A, C, and E

b. B, D, and F

c. A, E, and F

d. C, D, and E

Answer: c Ref. CO III-B.4.

Question 20.

Differentiation in a group may lead to:

a. Increased cooperation

b. An increased flow of grapevine information

c. The appearance of opposed interests

d. Both b and c

Answer: c Ref. CO III-B.4.d.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment IV

Conformity as a Factor of Group Behavior

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

CONFORMITY AS A FACTOR OF GROUP BEHAVIOR

PROGRESS CHECK

Question 1.

MIDN LT Burns commanded the 9th Company of the Brigade. Although the 9th Company was not the top company in the Brigade, its performance was generally rated excellert.

The company was constantly seeking improvement. One midshipman tutored his classmates in French whenever someone expressed the need for this assistance. Others exchanged their tutorial services for help in overcoming their own academic problems. One fourthclassman complained one night that no one would leave him alone because his grades in math were falling. "I can't walk down the corridor without someone asking me if I've done my homework," he moaned to MIDN LT Burns.

The company formed a softball team in the spring. Former varsity baseball players who were not eligible to play varsity ball volunteered to coach. Special attention was given to the weaker players so that the company could field a team with good all-around capabilities.

(continued)

Question 1. (continued)

Select the statement which describes the group norms which exist in the 9th Company.

a. The men are constantly seeking to compete with each other, and are attempting to attain a better reputation among the other companies.

b. The men are attempting to resolve all interpersonal conflicts, so long as the Company's organizational goals are not endangered.

c. The men subscribe to the belief that a laissez-faire attitude is the best approach to discipline and increased performance within their company.

d. The men are interested in performing all their activities in a better way, and each man desires to help any company member who is in need of assistance.

Question 2.

LT Morgan and his men had been assigned many combat missions. When they returned from each mission, Morgan would hold a critique to point out the best performances that had occurred and to discuss possible improvements.

LT Morgan received a message to report to Division HQ for two weeks. He was instructed to temporarily turn his command over to MSGT Milham. LT Morgan left his unit, confident that they would perform normally during his absence.

From the following choices, select the statement that best describes the probable effect on the existing norm in LT Morgan's unit.

a. The men will resent having to follow MSGT Milham's orders.

b. LT Morgan has been strict with his men and knows that the fear of punishment is enough to keep them in line until he returns.

c. LT Morgan had permitted his men to be lax in unimportant situations. By allowing these favors, LT Morgan believes the men will perform obediently, for his sake, until he returns.

d. LT Morgan consistently emphasized the activities of the group to provide solidarity and cohesiveness. Thus, he knew that during his absence, the group would still maintain high standards of organization.

Question 3.

ENS Bass' division enjoyed amicable leader-subordinate relations. Although all the CPOs involved themselves in personal relationships with the seamen, they were able to separate these involvements from their professional duties. The seamen understood the necessity for this, and felt that they should not make it difficult for the CPOs by misusing their good relations to unfair advantage.

Petty Officer Gongwer was promoted to CPO on April 1st. Prior to his promotion, the men, especially the other petty officers, had no great affection for Gongwer. After his promotion, CPO Gongwer often gave better work assignments to the petty officers in his previous group.

Select the statement which explains the reason for CPO Gongwer's deviant behavior (i.e., granting favorable treatment to certain selected individuals).

a. CPO Gongwer wanted to be accepted and liked by the petty officers.

b. CPO Gongwer disapproved of the existing relationships within the section.

c. CPO Gongwer felt that the group did not provide enough rewards to motivate the men.

d. CPO Gongwer was attempting to satisfy the needs of the petty officers.

Question 4.

It was unofficial routine in the wardroom mess aboard an LPH in the Seventh Fleet for the stewards to serve popcorn, soft drinks and small frozen pizzas during the nightly movie. After an unusually long and exciting movie one night, the wardroom required an hours labor to return it to a respectable condition. The next day a notice appeared in the POD that no more items would be sold in the wardroom during the movie. Several junior officers got permission from their department head and went to see the Executive Officer to request a reconsideration of the decision.

Select the statement that correctly describes the probable cause of the small group's deviant behavior from that of the remainder of the wardroom officer's quiet compliance.

a. Group behavior reflects the organization level norm.

b. Group opposition to an unpopular organization level decision provides a means for improving group solidarity on nearly all occasions.

c. By voicing opposition to the unpopular organization level decision, the men in the small group felt that they were increasing their acceptance and popularity with the wardroom junior officers.

d. Opposition to an organization level decision is acceptable on the group level if the men are convinced that they are right.

Question 5.

Marine 2-LT Rowan commanded a special artillery unit which provided close support for infantry troops conducting an extended search and destroy operation. After the first month 2-LT Rowan noticed an alarming lack of "esprit de corps" and very low morale among the men. Many of the men complained openly to 2-LT Rowan that they were receiving little if any recognition for their support of the operation.

From the following choices, select the statement that correctly describes what 2-LT Rowan should consider in order to correct the situation.

a. 2-LT Rowan should consider the problem a disciplinary matter, and use punishment methods to improve the situation.

b. 2-LT Rowan should consider whether or not the men's needs are being satisfied.

c. 2-LT Rowan should thoroughly evaluate the performance of each man and then consider the possibility of a few men not fulfilling their obligations to the unit.

d. Both a and c above

Question 6.

1-LT Grady was assigned to capture and secure objectives A, B, and C, in that sequence. LT Grady had been trained to strictly obey orders. Grady conformed to the orders and did not secure objective C before A and B. He accomplished his mission, but it took much longer than anticipated. If he had taken objective C before objective B, it probably would have taken less time. 1-LT Grady's Commanding Officer was not pleased with the performance.

From the following statements, select the probable reason for 1-LT Grady not changing the sequence in which he took his assigned objectives based on the effect of conformity on creativity.

a. LT Grady did not understand the orders issued by his commander.

b. LT Grady performed the mission according to orders, even though modification in the arranged sequence would have improved mission accomplishment.

c. LT Grady lacked organization and direction in handling his men. Compliance with orders was automatic and correct.

d. LT Grady ordered his men into combat and performed the mission in the prescribed manner.

Question 7.

The USS Anne Arundel County (LST-840) was assigned duty in Vietnam. Although the LST was performing its mission, she had not won an "E" since her assignment, and morale was low.

LT James was assigned as the new CO on the LST and was determined to win an "E." He assembled all the CPOs and informed them that they were capable of winning an "E" and should direct their efforts toward that end.

From the following choices, select the statement which correctly describes the appropriate method for establishing a new norm aboard the LST.

a. Make new situational or task demands which require the group to change attitudes and adopt new norms consistent with the requirements of the situation.

b. Recognize any undesirable group behavior and bring it out and into the open where it can be delt with objectively.

c. Reinforce only the responses in the group that will eliminate unwanted behavior.

d. Reinforce responses indiscriminately to encourage individuals in the group and make them more self-reliant and confident.

Question 8.

Weapons training and tactical operations have long been major subjects for training in the Marine Corps. The Marines at Naval Station Guantanamo Bay, prior to the change of government in Cuba, like most other Marines, stoically underwent the required training and tactical exercises with no more than the usual gripes about the heat and insects.

During and following the civil strife accompanying the change of government, Marine commanders at every level on the base noted a dramatic, almost overnight, change in the men's attitude toward training. Teamwork, cooperation, and concern for "doing it right" spread through every Marine activity, not only among those who might have to face the initial hostile action. Members of various groups even began "policing" the other members of their group when minor errors were made. All hands were genuinely concerned with the security of the base and the accomplishment of their missions.

From the following choices, select the factor which led to the establishment of the new attitude and group norm.

a. Differential reinforcement

b. New environment

c. Conflict resolution

d. Triadic confrontation

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT IV

REMEDIATION TEXT Audio Script - VOL III-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Pages 1-4, 14
2	d	Pages 2-4, 14
3	a	Pages 6-8, 14-15
4	c	Pages 5-8, 15
5	b	Pages 6-9, 15
6	b	Pages 13-16
7	a	Pages 10-12, 15
8	b	Pages 10-13, 15
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PROGRESS CHECK ITEM AND OBJECTIVE MATRIX

MARCH 1971

Part Three Segment IV

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Question 46.

Select the statement that correctly identifies when group approval or disapproval is effective as a means of enforcing conformity.

a. Effectiveness of group approval or disapproval in enforcing conformity depends on whether or not the needs of the group members are being satisfied.

b. Effectiveness of group approval or disapproval in enforcing conformity depends on whether or not the men of the unit are sufficiently impressed with the conduct and performance of their leaders.

c. Effectiveness of group approval or disapproval in enforcing conformity depends on whether or not the men are given adequate information prior to each new assignment.

d. Effectiveness of group approval or disapproval in enforcing conformity depends on whether or not the men are satisfied with their objectives.

Ans. a, Ref. 3.4, TO-5/EO-1

PART 3 SEGMENT IV

T. O. Number	TEST ITEM
6 (EO-1)	From the choices below, select the statement that correctly describes the probable effect of conformity on creativity and mission accomplishment. a. Conformity which is reinforced may result in a more successful mission. b. Extreme conformity to orders may result in adverse conditions which hinder mission accomplishment. c. Extreme conformity to orders will train men to perform obediently. This will assure successful mission accomplishment. d. Less conformity and more creativity will result in a poor mission accomplishment. correct answer: b

REVISION_____DATE:

PART 3 SEGMENT IV

T. O. Number	TEST ITEM
4 (EO-1)	Select from the list below those factors affecting the degree of conformity to group norms. 1. Belief that the group is socially active 2. Attraction to the group 3. Need to be liked and accepted by the group 4. Potential of long term involvement in the personal lives of the group members 5. Approval and disapproval by members of the group a. 1 and 3 b. 2 and 5 c. 4 and 5 d. 2 and 4 correct answer: b

REVISION_____DATE:

PART 3 SEGMENT IV

T. O. Number	TEST ITEM
2 (EO-1)	Select the paragraph below which identifies the importance of positive group norms in a military organization. a. Positive group norms assist the leader in maintaining order and discipline. b. Positive group norms ease the task of the leader, if they are consistent with the goals of the organization. c. Positive group norms provide cohesiveness and the power of unit solidarity. d. All of the above. correct answer: d

REVISION_____DATE:

Question 35.

When is the group's ability to enforce conformity enhanced?

a. When the group has opportunity for unrestricted exploration of potential activities by group members.
b. When external pressures are imposed upon the group and alternative, tenable means of obtaining the goal are available.
c. When a combination of negative reinforcers are available within the structure of the group and standards are set at a level above those established by law.
d. When the role of the leader is modified by group feedback regarding departures from prescribed norms and alternate groups exist which will accept the members and offer opportunity for personal satisfaction.

Answer: c Ref. CO IV-A.3.

Question 37.

Which factor would most likely decrease adherence to group norms?

a. The existence of norms within a subgroup conflicting with organizational standards.
b. Contingencies for punishment developed in the group structure which set standards above that established by law.
c. The absence of a leader who has been highly consistent in administering reinforcement.
d. A leader with low position power who is relatively innovative in reinforcing the needs of the group.

Answer: a Ref. CO IV-A.3.

Question 9.

What is the difference between a formal role and an informal role?

a. A formal role is highly structured and prescribes distinct behavior, whereas an informal role is relatively unstructured and not very predictable in any way.

b. A formal role is likely to be fulfilled by an authoritarian type leader, whereas an informal role is likely to be fulfilled by a more laissez faire type leader.

c. In a formal role, the position occupied is structured according to the hierarchy of authority, whereas behavior in an informal role is related to the external forces affecting the individuals.

d. Both a and c

Answer: c Ref. CO IV-B.1.

Question 23.

During a change of watch, a seaman failed to ensure that his relief was awake prior to securing from the watch. When the Officer-in-Charge found out about this negligence, both seamen were assigned extra watch instruction until their performance was letter perfect.

What method did the Officer-in-Charge use to improve the seamen's performance?

a. Conflict resolution
b. Redirected effort
c. Differential reinforcement
d. Triadic confrontation

Answer: c Ref. CO IV-C.1.

Question 38.

A report to the Reenlistment Officer indicated dissention among some personnel regarding the new reenlistment program. After receiving the report, the Officer spoke to the dissenters in order to determine the basis for their discontent, and mediated their opposition by selectively rewarding responses in line with his standards.

What methods were employed by the Reenlistment Officer to change group norms and to regulate the opposition?

a. Separation or new environment and conciliation
b. Conflict resolution and compromise
c. Differential reinforcement and arbitration
d. Triadic confrontation and compromise

Answer: c Ref. CO IV-C.1.; III-B.1.

Question 21.

After hearing that their liberty passes have been cancelled for two weeks, the men of Squadron B engage in heated discussion. They can't seem to determine what prompted the revocation of their privileges. CAPT Fremont overhears the men and invites the Squadron Commander and his Leading Petty Officer into his cabin for a discussion. He informs them that liberty was revoked due to tardiness of the Squadron in reporting to duty. The Squadron Commander and the Captain discuss the problem and agree to a workable solution.

What methods were used by CAPT Fremont to regulate opposition?

a. Differential reinforcement and toleration.

b. Redirection of group effort and compromise.

c. Environmental change and compromise.

d. Conciliation and conflict resolution.

Answer: d Ref. CO IV-C.3.

Question 29.

A Division Officer observes that some of his men have been derelict in performance of some of their duties. He calls a meeting to discuss the problem and makes it clear that any further dereliction of duty will be met with stern measures. Although the men would like to continue as before, they will fulfill their duty requirements, since they know that the Officer has not hesitated to punish similar offenses in the past.

What methods were employed by the Division Officer to re-establish proper norms and to regulate opposition?

a. Direct confrontation and compromise
b. Conflict resolution and conciliation
c. Conflict resolution and coercion
d. Differential reinforcement and coercion

Answer: c Ref. CO IV-C.3.; III-B.4.

Question 27.

A new set of procedures was published by the Department Head because the Division Officers felt that the former procedures were unreasonable and produced tension and resentment among the men. The Division Officers indicated that the new procedures were needed in order to retain the loyalty of the Division and maintain high morale.

Select the factor which would account for the Division Officers' effectiveness and the means by which they tried to establish new group norms.

a. Position power and conflict resolution

b. Referent power and triadic or multiple confrontation

c. Position power, technical expertise, and extinction

d. Assessment of group needs and redirected effort

Answer: d Ref. CO IV-C.4.; II-B.3.

Question 8.

An airplane crashes on the carrier deck, resulting in a tremendous explosion and fire. The men in close proximity to the crash run for cover to escape injury. An officer near the crash immediately grabs a hose in an effort to extinguish the flames. When the men see this they rally to the call.

What was the officer's role and his influence over the group?

a. The officer's formal role and high position elicited imitation from the group.

b. The officer, though engaged in an informal role, elicited immediate response from the group due to a wide range of available reinforcers.

c. The officer, functioning in an informal role, generated immediate response from group members due to his referent power.

d. Knowledge occured through parallel situations enabled group members to aid the officer operating in an informal role.

Answer: c Ref. CO IV-B.1.

Question 5.

Antagonism between some of the men and the CO in the Squadron has led to formation of cliques and interference with effective performance. Previous attempts to reconcile differences were unsuccessful. When the CO was transferred by routine orders, harmony was restored within the group.

What was the method used to repair group cohesion?

a. Conflict resolution
b. Passage of time
c. New environment
d. Confrontation

Answer: b Ref. CO IV-C.7.

Question 3.

The midshipmen in the 13th Company have formed an intramural basketball team. Although the team has been doing poorly, the team captain manages to keep the group together.

What kind of group is this? How should norms affect the group's behavior?

a. The norms of this coacting group would tend to relieve the leader of responsibility for the group's success.
b. Norms provide a frame of reference for behaviors advancing the goals of the coacting group.
c. Norms function to maintain cohesion and unit solidarity among members of this interacting group.
d. Norms function as a guide for differentially reinforcing behaviors consistent with the standards of this interdependent interacting group.

Answer: c Ref. CO IV-A.2.

CUMULATIVE POST-TEST THREE

Question 1.

All Plebes undergo orientation on the first day of arrival. Although Plebes may not like the rules and regulations, they typically adhere to the standard without any protest.

Why do Plebes show immediate compliance with group norms?

a. The leader's position power requires compliance.
b. Immediate assumption or belief that the group is right motivates compliance.
c. Compliance gains acceptance by other group members.
d. The group's goal is intrinsically satisfying to a Plebe.

Answer: b 1.2, CO IV-A.3.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment V

Relation of the Individual to the Group

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

RELATION OF THE INDIVIDUAL TO THE GROUP

PROGRESS CHECK

Question 1.

Shortly after he was promoted, Electrician's Mate Harvey was directed to assemble a five-man detail to repair a malfunctioning generator. He chose five close friends with whom he had worked prior to his promotion. As EM Harvey told the men how he wanted the generator disassembled and repaired, he noted a definite attitude of resentment in his friends.

Select the statement which describes why EM Harvey's men were resentful of his authority.

a. EM Harvey's promotion proved his superior qualifications and the men were resentful of his special ability and proficiency.

b. EM Harvey was experiencing difficulty because he was very insecure in his new command and fearful the men would discover his weakness.

c. EM Harvey's determination to repair the generator quite naturally caused a role conflict between his role as a recent member of the group and his new role as a leader of the same group.

d. EM Harvey's former association with the men and premature reassignment as their leader is an example of role competition; EM Harvey himself felt as though he was still a member of the group although he was detailed to command it.

Question 2.

Select the two main causes of role strain.

1) Role separation

2) Role competition

3) Role reversal

4) Role conflict

a. 1 and 3

b. 2 and 4

c. 3 and 4

d. 1 and 4

Question 3.

Select the correct definition of role conflict.

a. When a person is required to establish a priority over several behavior patterns but is unable to choose one best suited to him because of external pressures or circumstances

b. When a person is required to exhibit several behaviors but cannot because of time and/or space constraints

c. When a person occupies two roles simultaneously and the role presents time constraints

d. When a person occupies many roles simultaneously and finds that several of the roles are incompatible

Question 4.

Correctly identify the following definitions.

1. The pattern of behavior that is relevant to the role position an individual is occupying at a given time

2. The categorization of individuals in society according to their differences

3. Behavior that is expected of a person because of the position he occupies in society

a. 1. Role behavior, 2. Role position, 3. Role expectations

b. 1. Role position, 2. Role behavior, 3. Role expectations

c. 1. Role behavior, 2. Role expectations, 3. Role position

d. 1. Role behavior, 2. Role affectations, 3. Role position

Question 5.

LTJG's Golden and Johnson served together aboard the USS Foster for two years in the Engineering Department. They had graduated from the Naval Academy together. While at sea, their wives shared an apartment in San Francisco. LTJG Golden was promoted to LT and became Chief Engineer. Two repairmen under LTJG Johnson's supervision caused a serious leak in the ship's cooling system; LT Golden conducted an investigation and found that LTJG Johnson was to blame. Golden was deeply troubled by the decision that confronted him.

Select the correct method of resolution for LT Golden's role conflict.

a. Training for new role

b. Role discontinuity

c. Setting up priorities

d. Establishing of equal criteria

Question 6.

Select the statement that correctly describes the effects of a free communication structure on the group members' behavior.

a. Group members are generally more able to identify with the principal objectives of the group.

b. Group members are given more independence and generally are more satisfied.

c. Group discipline is improved and morale is generally higher.

d. The responsibilities of the group's leaders are reduced significantly since each group member has greater access to vital information and is therefore better informed.

Question 7.

Select the statement which describes the effects of a restrictive communication structure on the group members' behavior.

a. A restrictive communication structure causes the group member to limit his communication with the individual of the next highest rank.

b. A restrictive communication structure generally eases interpersonal relations within the group because communication delineation is obvious.

c. A restrictive communication structure causes the group members to rely entirely on the leader for information which in turn precipitates a feeling of general frustration within the group.

d. A restrictive communication structure denies group members access to the leader, which causes the group to become dissatisfied.

Question 8.

Complete the following statement:

A communication structure in which all messages go to the central member, who is the only one with direct communication with all others, is called a:

a. Free communication structure

b. Independent communication structure

c. Restrictive communication structure

d. Central communication structure

Question 9.

BM Swain tried to encourage on open exchange of opinions among the members of his crew. He permitted each crew member to discuss matters of concern with him or with anyone else in the group.

From the following choices, identify the type of communication structure employed by BM Swain.

a. Restrictive communication structure

b. Central communication structure

c. Free communication structure

d. Independent communication structure

Question 10.

Identify the statements which correctly define the circle and chain forms of communication structure.

1. A form of communication structure in which all messages go to the central member, who is the only one with direct communication with the other members.

2. A form of communication structure in which all messages are passed as in the circle form but without a complete circuit.

3. A form of communication structure in which several members form a chain, and a single member communicates with only one of the members of the chain.

4. A form of communication structure in which messages can be passed to the left or right only.

a. 1. circle form, 3. chain form

b. 2. chain form, 4. circle form

c. 3. chain form, 4. circle form

d. 2. circle form, 3. chain form

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT V

REMEDIATION TEXT Syndactic Text - VOL III-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Detailed Summary 1; pages 10-13 Detailed Summary 2; pages 25-27
2	b	Detailed Summary 2; pages 25-27
3	d	Detailed Summary 2; page 25
4	a	Detailed Summary 1; pages 9-11
5	c	Detailed Summary 2; pages 28-29
6	b	Detailed Summary 3; pages 42, 44-45
7	c	Detailed Summary 3; pages 42, 44-45
8	c	Detailed Summary 3; pages 41-43
9	c	Detailed Summary 3; pages 41-43
10	b	Detailed Summary 3; pages 43-45
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PROGRESS CHECK ITEM AND OBJECTIVE MATRIX

MARCH 1971

Part Three Segment V

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3	1	2
4	2	1
5	3	
6	4	
7	5	
8	5	1
9	4	
10	6	1

Question 6.

Select the correct definition of role competition.

a. When a person is required to exhibit several behaviors, but cannot because of time and/or space constraints

b. When a person can exhibit only one behavior pattern and is unable to modify his actions appropriately to meet the needs of changing situations

c. When a person is required to establish a priority over several behavior patterns, but is unable to select the pattern best suited to his needs because of space constraints

d. When a person occupies two roles simultaneously and the two roles are incompatible

Ans. a, Ref. 3.5, TO-1/EO-2

PART 3 SEGMENT V

T. O. Number	TEST ITEM
1	LT Henderson was the commander of a PBR. During a special night mission, LT Henderson drifted in to an enemy held region along a tributary of the Haung Du River. Several men of LT Henderson's crew had never been in combat before, and when LT Henderson ordered all hands to battle stations as a precautionary measure, several of the inexperienced men became very anxious and panicky. Before he could navigate his way into friendler waters, he came under heavy fire from a VC shore battery. The discipline of the inexperienced men collapsed and the men panicked. LT Henderson was faced with directing the progress of the ship, instructing the gunners, and also with trying to calm his panic-stricken crew. From the choices below, identify the type of role strain described above. a. role competition b. role interference c. role identification d. role conflict correct answer: a
	REVISION_____ DATE:

PART 3 SEGMENT V

T. O. Number	TEST ITEM
1 (EO-1)	From the choices below, complete the following statement. Role conflict and role competition are the two main causes of _____ _____. a. Improper role discrimination b. Role strain c. Role reversal d. Role inconsistency correct answer: b
	REVISION_____DATE:

PART 3 SEGMENT V

T. O. Number	TEST ITEM
1 (EO-2)	From the choices below, select the correct definition of role competition. a. When a person is required to exhibit several behaviors, but cannot because of time and/or space constraints. b. When a person can exhibit only one behavior pattern and is unable to modify his actions appropriately to meet the needs of changing situations. c. When a person is required to establish a priority over several behavior patterns, but is unable to select the pattern best suited to his needs because of space constraints. d. A situation which results only when a person occupies two roles simultaneously and the two roles are incompatible. correct answer: a
	REVISION_____DATE:

PART 3 SEGMENT V

T. O. Number	TEST ITEM
2	Marine LT Lampo led his long-range reconnaissance team on a mission. The assistant team leader was SGT Reynolds, the pointman was CPL Briggs, and the radioman/medic was PFC Swanson. Select the role position of CPL Briggs during this patrol. a. CPL Briggs occupied the important position of flank scout, or point. b. CPL Briggs occupied the important position of lead man, the man most likely to contact the enemy first. c. CPL Briggs occupied the important role of point immediately in front of LT Lampo. d. CPL Briggs occuiped the important position of forward observer responsible for flank protection. correct answer: b
	REVISION_____ DATE:

PART . 3 SEGMENT V

T. O. Number	TEST ITEM
2	Refer to the question in which LT Lampo led his reconnaissance team on a mission. Select the statement which identifies the expected behavior of SGT Reynolds. a. SGT Reynolds should make certain that the team is headed in the right direction. b. SGT Reynolds should assume command of the team if LT Lampo issues an impractical order. c. SGT Reynolds should relieve CPL Briggs on point at least every four hours. d. SGT Reynolds should assume command of the team if something should happen to LT Lampo. correct answer: d
	REVISION_____DATE:

PART 3 SEGMENT V

T. O. Number	TEST ITEM
2	Refer to the question in which LT. Lampo led his reconnaissance team on a mission. Select the statement which identifies LT Lampo's role behavior. a. LT Lampo should follow CPL Briggs as closely as possible. b. LT Lampo should remain near the radioman so that he may communicate with air and artillery support if necessary. c. LT Lampo should lead, command, and direct the actions of his team toward mission accomplishment. d. LT Lampo should observe his men closely to help them avoid booby traps. correct answer: c
	REVISION_____ DATE:

PART 3 SEGMENT V

T. O. Number	TEST ITEM
2	Refer to the question in which Lt. Lampo led his reconnaissance team on a mission. Select the statement below which identifies PFC Swanson's obligatory behavior. a. PFC Swanson must remove as much shrapnel as possible from the bodies of any wounded comrades. b. PFC Swanson must answer the radio whenever he hears his call sign. c. PFC Swanson must administer morphine to anyone injured by a booby trap. d. PFC Swanson must call a medical helicopter if any man is wounded, no matter how serious the injury. correct answer: b
	REVISION_____ DATE:

PART 3 SEGMENT V

T. O. Number	TEST ITEM
3	Refer to the situation where LT Henderson's PBR came under enemy fire and he was forced to try to navigate his ship to safety while at the same time trying to calm several members of his crew who had panicked while under attack. From the choices below select the correct resolution for that situation. LT Henderson should: a. Set up priorities b. Delegate authority c. Improve discipline training d. All of the above correct answer: a
	REVISION_____DATE:

PART 3 SEGMENT V

T. O. Number	TEST ITEM
5	From the choices below, select the statement that correctly describes the effects of a restrictive communication structure on the group members' behavior. a. Group members must rely entirely on their leader for information, which increases the power of the leader. b. A restrictive communication structure develops self-reliance and independence in the group's members. c. A restrictive communication system controls the spread of false rumors since only accurate information is released. d. a and c correct answer: a
	REVISION_____ DATE:

PART 3 SEGMENT V

T. O. Number	TEST ITEM
5 (EO-1)	From the choices below, select the statement which correctly defines a restrictive communication structure. a. A communication structure in which all messages go to the group's central member and where each group member is only permitted to communicate with that central member. b. A communication structure in which each member is permitted to talk to anyone else in the group. c. A communication structure in which each member is allowed to talk to other group members only after he has consulted the central member and obtained his consent. d. A communication structure in which the central member is entirely excluded during preliminary discussions and is only included in the advanced planning conferences. correct answer: a
	REVISION_____DATE:

PART 3 SEGMENT V

T. O. Number	TEST ITEM
6 (EO-1)	From the choices below, identifiy the correct definition of the fork form of communication structure. a. A form of communication structure in which all messages go to the central member, who is the only one with direct communication with the other members b. A form of communication structure in which all messages are passed in a circular motion, but not in a complete circuit c. A form of communication structure in which several members form a chain and a single member communicates with only one of the members of the chain d. A form of communication structure in which messages can be passed to the left or right only correct answer: c
	REVISION_____ DATE:

PART 3 SEGMENT V

T. O. Number	TEST ITEM
6	Marine LT Henry chose to carefully control the distribution of information within his platoon. By directing the dissemination of information, He felt that he was increasing his power as the leader. He also thought that his timely distribution of correct information prevented the generation of false rumors. From the choices below, identify the type of communication structure employed by LT Henry. a. Restrictive communication structure b. Independent communication structure c. Free communication structure d. Central communication structure correct answer: a
	REVISION_____ DATE:

PART 3 SEGMENT V

T. O. Number	TEST ITEM
6 (EO-1)	From the choices below, identify the correct definition of the wheel (star) form of communication structure. a. A form of communication structure in which messages can be passed to the left only. b. A form of communication structure in which messages can be passed in a circular manner but not in a complete circuit. c. A form of communication structure in which several members form a chain and a single member communicates only with one of the members of the chain. d. A form of communication structure in which all messages go to the central member, who is the only one with direct communication with the other members. correct answer: d
	REVISION_____ DATE: